



Computing: Progression of knowledge and skills

Word Processing and Typing		
	NC Objectives	
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> <li>● Play on a touch screen game and use computers/keyboards/mouse in role play.</li> <li>● Type letters with increasing confidence using a keyboard and tablet.</li> <li>● Dictate short, clear sentences into a digital device.</li> </ul>
Year 1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>● Confidently type words quickly and correctly on a digital device.</li> <li>● Use the space bar to make space and delete to delete letters/words.</li> <li>● Make a new line using enter/return.</li> <li>● Dictate into a digital device more accurately and with punctuation.</li> </ul>
Year 2		<ul style="list-style-type: none"> <li>● Copy and paste images and text</li> <li>● Use caps locks for capital letters.</li> <li>● Add images alongside text in a word processed document.</li> <li>● Dictate longer passages into a digital device with accurate punctuation.</li> </ul>
Year 3	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> <li>● Use index fingers on keyboard home keys (f/j), use left fingers for a/s/ d/f/g, and use right fingers for h/j/k/l</li> <li>● Edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows.</li> <li>● Use cut, copy and paste to quickly duplicate and organise text.</li> </ul>
Year 4		<ul style="list-style-type: none"> <li>● Can combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets.</li> <li>● Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text.</li> <li>● Use font sizes appropriately for audience and purpose. Use spell check and thesaurus including through Siri and other AI technology.</li> </ul>



Year 5		<ul style="list-style-type: none"> <li>• Start to apply other useful effects to my documents such as hyperlinks.</li> <li>• Import sounds to accompany and enhance the text in my document.</li> <li>• Organise and reorganise text on screen to suit a purpose</li> </ul>
Year 6		<ul style="list-style-type: none"> <li>• Confidently choose the best application to demonstrate my learning.</li> <li>• Format text to suit a purpose.</li> <li>• Publish my documents online regularly and discuss the audience and purpose of my content.</li> </ul>

Data Handling		
	NC Objectives	
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> <li>• Identify a chart.</li> <li>• Sort physical objects, take a picture and discuss what I have done.</li> <li>• Present simple data on a digital device.</li> </ul>
Year 1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>• Sort images or text into two or more categories on a digital device.</li> <li>• Collect data on a topic.</li> <li>• Create a tally chart and pictogram.</li> <li>• Record myself explaining what I have done and what it shows me.</li> </ul>
Year 2		<ul style="list-style-type: none"> <li>• Sort digital objects into a range of charts such as Venn diagrams, Carroll diagrams and bar charts using different apps and software.</li> <li>• Orally record myself explaining what the data shows me.</li> <li>• Create a branching database using questions</li> </ul>
Year 3	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,	<ul style="list-style-type: none"> <li>• Create my own sorting diagram and complete a data handling activity with it using images and text.</li> <li>• Start to input simple data into a spreadsheet.</li> <li>• Create a feelings chart exploring a story or character's feelings.</li> </ul>
Year 4		<ul style="list-style-type: none"> <li>• Create my own online multiple choice questionnaire.</li> <li>• Input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts.</li> <li>• Understand how data is collected.</li> </ul>



Year 5	evaluating and presenting data and information.	<ul style="list-style-type: none"> <li>• Create and publish my own online questionnaire and analyse the results.</li> <li>• Use simple formulae to solve calculations including =sum and other statistical functions</li> <li>• Edit and format difference cells in a spreadsheet.</li> </ul>
Year 6		<ul style="list-style-type: none"> <li>• Write spreadsheet formula to solve more challenging maths problems.</li> <li>• Create and publish my own online quiz with a range of media (images and video)</li> </ul>

Presentations, web design and eBook Creation		
	NC Objectives	
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> <li>• Record my voice over a picture.</li> <li>• Create a simple digital collage.</li> <li>• Move and resize images with my fingers or mouse.</li> </ul>
Year 1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>• Add labels to an image</li> <li>• Order images to create a simple storyboard.</li> <li>• Create a simple spider diagram.</li> <li>• Sequence a series of pictures to explain my understanding of a topic.</li> </ul>
Year 2		<ul style="list-style-type: none"> <li>• Add voice labels to an image.</li> <li>• Add a voice recording to a storyboard.</li> <li>• Add speech bubbles to an image to show what a character thinks.</li> <li>• Import images to a project from the web and camera roll</li> </ul>
Year 3	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of	<ul style="list-style-type: none"> <li>• I can create an interactive comic with sounds, formatted text and video.</li> <li>• I can annotate an image with videos</li> <li>• I can create a simple web page.</li> <li>• I can create a simple digital timeline/mindmap</li> </ul>
Year 4		<ul style="list-style-type: none"> <li>• I can create an interactive quiz eBook introducing hyperlinks.</li> <li>• I can create an eBook with text, images and sound.</li> </ul>



	programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> <li>• I can create a presentation demonstrating my understanding with a range of media.</li> <li>• I can create a digital timeline/mindmap and include different media - sound and video.</li> </ul>
Year 5		<ul style="list-style-type: none"> <li>• I can collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365</li> <li>• I can create and export an interactive presentation including a variety of media, animations, transitions and other effects.</li> <li>• I can create an interactive guide to a image by embedding digital content and publishing it online.</li> <li>• I can create a webpage and embed video.</li> </ul>
Year 6		<ul style="list-style-type: none"> <li>• I can create a web site which includes a variety of media.</li> <li>• I can design an app prototype that links multimedia pages together with hyperlinks.</li> <li>• I can choose applications to communicate to a specific audience.</li> <li>• I can evaluate my own content and consider ways to improvements.</li> </ul>

Animation		
	NC Objectives	
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> <li>• Animate a simple image to speak in role</li> <li>• Create a simple animation to tell a story including more than one character.</li> </ul>
Year 1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>• Add filters and stickers to enhance an animation of a character.</li> <li>• Create an animation to tell a story with more than one scene.</li> <li>• Add my own pictures to my story animation.</li> </ul>
Year 2		<ul style="list-style-type: none"> <li>• Create multiple animations of an image and edit these together.</li> <li>• Create a simple stop motion animation.</li> <li>• Explain how an animation/flip book works</li> </ul>
Year 3	Select, use and combine a variety of	<ul style="list-style-type: none"> <li>• Create animations of faces to speak in role with more life-like realistic</li> </ul>



	software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<p>outcomes.</p> <ul style="list-style-type: none"> <li>• Improve stop motion animation clips with techniques like onion skinning.</li> <li>• Use animation tools in presenting software to create simple animations.</li> </ul>
Year 4		<ul style="list-style-type: none"> <li>• Take multiple animations of a character I have created and edit them together for a longer video.</li> <li>• Use software to create a 3D animated story.</li> <li>• Use line draw tool to create animations.</li> </ul>
Year 5		<ul style="list-style-type: none"> <li>• Record animations of different characters and edit them together to create an interview.</li> <li>• Add green screen effects to a stop motion animation.</li> <li>• Create flip book animation using digital drawings and export as a Gif or video</li> </ul>
Year 6		<ul style="list-style-type: none"> <li>• Mix animations and videos recordings of myself to create video interviews.</li> <li>• Plan, script and create a 3D animation to explain a concept or tell a story.</li> <li>• Can choose and create different types of animations to best explain my learning.</li> </ul>

Video Creation		
	NC Objectives	
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> <li>• Know the difference between a photography and video.</li> <li>• Record a short film using the camera</li> <li>• Record and play a film</li> <li>• Watch films back</li> </ul>
Year 1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>• Record a film using the camera app.</li> <li>• Select images and record a voiceover.</li> <li>• Highlight and zoom into images as I record.</li> </ul>
Year 2		<ul style="list-style-type: none"> <li>• Write and record a script using a teleprompter tool.</li> <li>• Use tools to add effects to a video</li> <li>• Begin to use green screen techniques with support</li> </ul>
Year 3	Select, use and combine a variety of software (including	<ul style="list-style-type: none"> <li>• Sequence clips of mixed media in a timeline and record a voiceover</li> <li>• Trim and cut film clips and add titles and transitions</li> </ul>



	internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> <li>• Independently create a green screen clip.</li> <li>• Create my own movie trailer.</li> </ul>
Year 4		<ul style="list-style-type: none"> <li>• Add music and sound effects to my films</li> <li>• Add animated titles and transitions</li> <li>• Add simple subtitles to a video clip.</li> <li>• Use confidently use green screen adding animated backgrounds.</li> </ul>
Year 5		<ul style="list-style-type: none"> <li>• Use cutaway and split screen tools in iMovie.</li> <li>• Evaluate and improve the best video tools to best explain my understanding.</li> <li>• Further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool.</li> </ul>
Year 6		<ul style="list-style-type: none"> <li>• Use the green screen masking tool with more than one character.</li> <li>• Use picture in picture tools in iMovie.</li> <li>• Add animated subtitles to my film to further enhance my creation.</li> <li>• Can create videos using a range of media - green screen, animations, film and image.</li> </ul>

Photography and Digital Art		
	NC Objectives	
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> <li>• Take a photograph</li> <li>• Take a photograph and use it in an app</li> <li>• Use a painting app and explore the paint and brush tools</li> </ul>
Year 1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>• Edit a photo with simple tools</li> <li>• Use a paint/drawing app to create a digital image</li> <li>• Begin to cut out an image to layer on another image.</li> </ul>
Year 2		<ul style="list-style-type: none"> <li>• Edit a photo (crop, filters, mark up etc)</li> <li>• Select and use tools to create digital imagery - controlling the pen and using the fill tool</li> <li>• Cut images with accuracy to layer on other images.</li> </ul>
Year 3	Select, use and combine a variety of	<ul style="list-style-type: none"> <li>• Confidently take and manipulate photos</li> <li>• Create a digital image using a range of tools, pens,</li> </ul>



	software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	brushes and effects • Create transparent images with Instant Alpha
Year 4		<ul style="list-style-type: none"> <li>• Enhance digital images and photographs using crop, brightness, contrast &amp; resize</li> <li>• Manipulate shapes to create digital art.</li> <li>• Draw a series of images and export as an animated GIF</li> </ul>
Year 5		<ul style="list-style-type: none"> <li>• Make a digital photo using camera settings</li> <li>• Enhance digital photos and images using crop, brightness and resize tools</li> <li>• Link and explain how to photoshop images and how this is used in the media</li> </ul>
Year 6		<ul style="list-style-type: none"> <li>• Edit a picture to remove items, add backgrounds, merge 2 photos</li> <li>• Evaluate and discuss images explaining effects and filters that have been used to enhance the media. <ul style="list-style-type: none"> <li>• Use a 3D drawing app to create a realistic representation of world objects</li> </ul> </li> </ul>

Augmented Reality		
	NC Objectives	
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> <li>• Scan a QR code.</li> <li>• Explore a 360 image.</li> <li>• Talk about AR objects in my class</li> </ul>
Year 1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>• Explore an interactive 360 image.</li> <li>• Scan a trigger image to begin a AR experience.</li> <li>• Pretend to interact with AR objects.</li> </ul>
Year 2		<ul style="list-style-type: none"> <li>• Draw my own 360 image and explore it in VR.</li> <li>• Bring objects into my surroundings using Augmented Reality.</li> <li>• Create my own QR code.</li> </ul>
Year 3	Select, use and combine a variety of software (including internet services) on a	<ul style="list-style-type: none"> <li>• Create my own digital 360 image and explore it in VR</li> <li>• Create my own images and bring it into my surroundings through AR.</li> </ul>



Year 4	range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> <li>• Create my own 360 video.</li> <li>• Use the camera to create a 360 image.</li> <li>• Add multiple objects into my surroundings through AR to explain a concept.</li> </ul>
Year 5		<ul style="list-style-type: none"> <li>• Create an interactive VR experience.</li> <li>• Create an animated object and bring it into my surroundings through AR</li> <li>• Create an AR experience using objects I have created to explain a concept.</li> </ul>
Year 6		<ul style="list-style-type: none"> <li>• Create and upload my own VR Google Expedition.</li> <li>• Create an interactive poster using AR</li> <li>• Explain how VR and AR works.</li> </ul>

Sound		
	NC Objectives	
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> <li>• Record sounds with different resources</li> <li>• Find ways to change your voice (tube, tin can, shouting to create an echo)</li> <li>• Record sounds/voices in storytelling and explanations</li> </ul>
Year 1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>• Create a sequence of sounds (instruments, apps/software)</li> <li>• Explore short and long sounds.</li> <li>• Record my voice and add different effects.</li> </ul>
Year 2		<ul style="list-style-type: none"> <li>• Create a musical composition using software</li> <li>• Record my own sound effects.</li> <li>• Record my voice over a compositions to perform a song.</li> </ul>
Year 3	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems	<ul style="list-style-type: none"> <li>• Create and edit purposeful compositions using music software to create mood or a certain style</li> <li>• Experiment with live loops to create a song.</li> </ul>
Year 4		<ul style="list-style-type: none"> <li>• Edit sound effects for a purpose.</li> <li>• Create a simple four chord song following the correct rhythm.</li> </ul>



		<ul style="list-style-type: none"><li>• Record a radio broadcast or audiobook.</li></ul>
Year 5	and content that accomplish given goals, including	<ul style="list-style-type: none"><li>• Add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast.</li><li>• Create a remix of a popular song.</li></ul>
Year 6	collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"><li>• Add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast)</li><li>• Compose a soundtrack that can be added to a film project.</li></ul>